

LIBRARY MEDIA CENTER
POLICIES AND PROCEDURES

GENTRY PUBLIC SCHOOLS

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ASL Statement on Confidentiality of Library Records

The members of the American Library Association, * recognizing the right to privacy of library users, believe that records held in libraries which connect specific individuals with specific resources, programs, or services, are confidential and not to be used for purposes other than routine record keeping. The library community recognizes that children and youth have the same rights to privacy as adults.

School library media specialists are urged to respect the rights of children and youth by adhering to the tenets expressed in the Confidentiality of Library Records Interpretation of the Library Bill of Rights and ALA Code of Ethics.

*ALA Policy 52.5, 54.15

Library Bill of Rights

The American Library Association Affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services.

1. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.
2. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.
3. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.
4. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.
5. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.
6. Libraries, which make exhibit spaces and meeting rooms available to the public they serve, should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

Adopted June 18, 1948. Amended February 2, 1981, January 23, 1980, and June 27, 1967, by the ALA Council.

Services

The services of the School Library Media Center, which are readily available to all members of the school, will make an important contribution to the total educational program. Learning is part of everyone's life and with these services; students' inner resources can be guided and developed according to that student's potential.

Individual needs can be met through the services of a library media center. We do not all learn the same way or at the same rate. Services of the library media center should supply the needs of the students and teachers as they relate to the curriculum. The services of the library media center should provide for the slow, the gifted, the disinterested, the creative, and all those somewhere between.

Services must meet the needs of all students and faculty, and these needs may change. Be able to change services if the need arises. Along with the services in the school library media center should go a pleasant, enthusiastic attitude toward all users.

One-third of the media specialist's time should be spent in active involvement with students and teachers. The library media center should be a learning center and should above all, reinforce the total educational program of the school.

Good services can best be provided with a large amount of thought, flexibility, and evaluation. It is also necessary to consider how much time students need in the library media center. This should include:

- Time to browse, check out materials and read
- Time for reference and research
- Time for computer usage
- Time to participate in literature appreciation activities, book talks, storytelling, etc.
- Time for instructional activities, such as reading, listening, viewing, discussing, etc.

District Instructional Materials Selection Guidelines

Objectives of Selection

The primary objective of instructional materials is to implement, enrich, and support the educational program of the school. It is the duty of the schools to provide a wide range of materials on all levels of difficulty, with diversity of appeal, and presentation of different points of view.

To this end, the Board of Education of the Gentry Public School adopts the statement of philosophy expressed by the American Association of School Librarians.

The American Association of School Librarians reaffirms its' belief in the Library Bill of Rights of the American Library Association. Media Specialists are concerned with generating understanding of American freedoms through the development of informed and responsible citizens. To this end the American Association of School Librarians asserts that the responsibility of the school library media center is:

1. *Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.
2. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.
3. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.
4. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.
5. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.

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Job Responsibilities

Library Media Specialist

- I. Administrative responsibilities include:
 - A. Planning the school library media program
 - Planning hours of operation
 - Establishing circulation procedures
 - Scheduling classes to utilize the media center, its resources and the expertise of the library media specialist when needed
 - Developing policies and procedures to implement the school library media program
 - Planning use of resources by students and teachers
 - Working with teachers and administrators to define the scope and sequence of the information skills curriculum and ensure its integration throughout the instructional program
 - Preparing in-service activities
 - Evaluating the library media program, services, and materials in terms of local needs, and state, regional and national guidelines
 - B. Administering the budgets
 - Authorizing orders and payments
 - Maintaining records of expenditures
 - C. Supervising public relations activities
 - Developing bulletin boards and displays
 - Preparing announcements and newspaper publicity
 - Planning special activities
 - D. Planning, designing and arranging the school library media facility
 - E. Cooperating with school and local libraries and library systems
- II. Educational responsibilities include:

A. Providing services, resources, and guidance to students and teachers

- Evaluating and selecting new materials
- Evaluating the collection for obsolete materials
- Supplying students and teachers with needed materials and equipment
- Providing reference services
- Supervising students in library media and instructional activities
- Preparing bibliographies
- Providing individual or group instruction in library / information skills and media production
- Providing guidance in the use of materials and equipment
- Encouraging the development of higher-order thinking skills to organize, evaluate and use information
- Working with individual teachers in the design, production, implementation, and evaluation of complete instructional units.
- Developing programs to motivate reading, listening, viewing, and communications skills
- Providing orientation for computer usage and access
- Assisting students and staff in using new and emerging technologies to access information
- Developing an understanding of and respect for copyright, privacy and other laws that promote access

B. Creating an environment that will encourage student learning

- Teaching effective use of various media
- Teaching students responsibility in the care of materials, equipment, and environment
- Arranging the library media center to support a variety of learning activities, incorporating new technologies

C. Promoting professional reading for staff

- Reading and scanning professional journals

- Routing materials of interest to staff members
- Selecting and organizing materials for the professional collection
- Keeping current with educational trends
- Circulating materials for professional growth to teachers

D. Acquiring knowledge of the educational program and of student needs

- Becoming familiar with all areas of curriculum and courses of study
- Conversing with students to determine interests
- Surveying faculty and students to determine needed resources
- Examine student reading and reference scores on standardized achievement tests
- Collaborating with teachers on special projects

E. Participating in school, district, and departmental, and grade-level curriculum design and assessment projects.

- Attending faculty and department meetings
- Serving on committees whose activities directly affect the instructional program of the school

III. Technical responsibilities include:

A. Acquiring and organizing materials

- Reading reviews in professional journals in preparation or selection of materials to provide a balanced collection
- Ordering, cataloging, and classifying materials
- Supervising physical preparation of materials for inclusion in the collection, check-in, stamping, labeling, filing, etc.

B. Supervising withdrawal of obsolete and damaged items

- Remove catalog entries in Spectrum
- Adjusting inventory records

- Preparing materials to discard
- C. Establishing equipment maintenance policy and procedures
- D. Planning circulation policies and procedures
 - Directing assistants in charging and discharging materials, writing notices, counting, and keeping circulation records
- E. Maintaining records of library materials
 - Inventory materials annually
 - Compiling records of library holdings for annual report
- IV. Professional Growth Responsibilities include:
 - A. Participating in media related professional organizations through committee work, workshops, and conferences
 - B. Continuing to acquire knowledge through in-service education and academic courses
 - C. Evaluating and identifying areas of strength and weakness and setting goals for improving skills and professional expertise
 - D. Meeting with other media professionals to share ideas and develop new strategies
 - E. Reading, viewing, and listening to professional materials
 - F. Investigating new technologies for purposes of instruction, library administration, etc.

Student Aides

If student library aides are utilized they should show a positive, cooperative attitude. This can develop successful characteristics for any job they may have in the future. Having a specific place for the list of duties each day and a variety of activities will help the students grow.

Duty Suggestions:

- A. Use creative talents to dress up the media collection (making book covers, AV materials, taking pictures and processing film, video taping, etc.)
- B. Check out books.
- C. Straightening library media center and workroom.
- D. Display magazines in an orderly fashion.
- E. Reshelf books.
- F. Checkout and check-in non-print materials.
- G. Help with inventory, under the supervision of the library media specialist.
- H. Help students with machines and/or computer they may be using for individual work.
- I. Help process books with supervision from library media specialist or trained adult aide.
- J. Help other students locate materials.
- K. Prepare displays and decorate bulletin boards.

Library Media Volunteer Program

A program to recruit and utilize volunteers to act as library media center aides may be found through the Parent Teacher Organization (PTO), or by sending a form home asking for volunteers.

The library media specialist will be responsible for supervising the work of the volunteer aides. The adult volunteer should be able to do the following:

- A. Use natural talents (artistic, storytelling, communications, etc.) to further the media center program.
- B. Help with inventory.
- C. Help with the circulation of materials.
- D. Help with the repair and upkeep of all materials.
- E. Help maintain the book collection by helping pull books for the bindery or in need of repair.
- F. See that the shelves are straight and books are shelved correctly.
- G. Make materials lists for teachers.
- H. Pull books for classrooms.
- I. Help keep the library media center attractive with displays and bulletin boards.
- J. Help with student aides.
- K. Help students find materials that they need when the library media specialist is busy.
- L. Distribute magazines to their various places.
- M. Keep magazine records and stacks in order.
- N. Help student find magazines.

- O. Keep AV equipment in running order. (clean lenses, change bulbs, etc.)
- P. Check out equipment and materials to faculty and students.
- Q. Know how to run all processing and duplication equipment in the library media center.
- R. Help teachers with the above materials.
- S. Type book and materials orders.

Library Media Volunteer Program

Application Form

The library media center of _____
School is requesting volunteer aide. If you would like to help in the library
media center, please sign and return this form.

I would like to aide by volunteering in the _____
School Library Media Center.

Name _____ Phone _____

Address _____

Some library tasks I could perform are: (Please Check)

- _____ Working with student groups
- _____ Aiding in preparing displays and bulletin boards
- _____ Preparing new books and materials
- _____ Maintaining books and materials
- _____ Help with the circulation of materials
- _____ Help with the repair and upkeep of all materials

Signature _____

Dates
available _____

Library Media Student Program

Application Form

The library media center of _____
School is requesting student aide. If you would like to help in the library
media center, please sign and return this form.

I would like to aide by volunteering in the _____
School Library Media Center.

Name _____ Phone _____

Address _____

Some library tasks I could perform are: (Please Check)

- _____ Working with student groups
- _____ Aiding in preparing displays and bulletin boards
- _____ Preparing new books and materials
- _____ Maintaining books and materials
- _____ Help with the circulation of materials
- _____ Help with the repair and upkeep of all materials

Signature _____

Day and time available _____

Work Slip For Volunteers

Name _____

Date _____

Tasks for today:

_____ Storytelling

_____ Help with inventory

_____ Circulation

_____ Repairs

_____ Pull books for repair

_____ Shelve books and straighten

_____ Make materials list for teachers

_____ Pull books for classrooms

_____ Displays and bulletin boards

_____ Assist students

_____ Other (see below)

Signed _____

Selection of Instructional Materials

Selection of materials should be a cooperative process involving the media staff, teachers, and students. The process of examining and evaluating materials and equipment being considered for purchase is continuous and systematic.

Responsibility For Selection of Materials

The Board of Education of the Gentry Public School System is legally responsible for all matters relating to the operation of the Gentry Public School Libraries. The responsibility for the selection of instructional materials is delegated to the professionally trained personnel employed by the school system. Recommendation of materials may involve many people: Principals, teachers, supervisors, materials specialists, students and parents.

Procedure

Criteria For Selection Of Instructional Materials

1. Needs of the individual school are based on:
 - Requests of faculty and students
 - Knowledge and support of curriculum
 - Consideration of the existing collection

2. Materials for purchase are considered on the basis of the following criteria:
 - Overall purpose
 - Timeliness or permanence
 - Importance of subject matter
 - Quality of writing/production/binding
 - Readability
 - Popular appeal
 - Accuracy
 - Reputation of publisher/producer

- Reputation and significance of the author/artist/composer/producer, etc.
- Format and Price

Procedure for Selection

1. In selecting materials for purchase the materials specialist evaluates the existing collection and consults:
 - Reputable, unbiased, professionally prepared selection aids
 - Specialists from all subject areas

2. In specific areas the materials specialist follows these procedures:
 - Gift materials are judged for selection as stated above and are accepted or rejected by these standards
 - Worn or missing standard items are replaced regularly
 - Out-of-date or no longer useful materials are withdrawn from the collection

Do's and Don'ts of Material Selection

(Tried and true methods that will benefit the novice library media specialist)

1. Do select materials based on objective criteria included in our district's selection policy.
2. Do select materials based on the needs of your school's curriculum and your student's interests and abilities.
3. Do provide quality books so that children are selecting from the best, even though these may be expensive.
4. Don't buy inexpensive materials in order to extend the budget if these are of poor quality.
5. Do select materials you have examined or after you have found favorable reviews.
6. Do purchase materials from any source, which provides the materials needed, the services desired, and the best return for your dollar.
7. Carefully consider buying rewritten classics in a slick format for elementary children. Consider if reading aloud the original writing would be more appropriate.
8. Don't keep shabby, out-of-date books of mediocre or poor quality on the shelves, even if the shelves look bare. These are poor fare for the average or reluctant reader. "Weeding" is an important part of developing a quality collection.

Guidelines for Dealing with Patron Complaints About Resources

Office of Intellectual Freedom-American Library Association

All libraries are pressured from groups and individuals who wish to use the library as an instrument of their own taste.

It is the responsibility of every library to take certain measures to clarify policies and establish community relations. They will provide a firm and clearly defined position if selection policies are challenged. As normal operating procedure, each library should:

1. **Maintain a materials selection policy.** It should be in written form and approved by the appropriate governing authority. It should apply to all library materials equally.
2. **Maintain a clearly defined method of handling complaints.** The complaint must be filed in writing and the complainant must be properly identified before action is taken. A decision should be deferred until fully considered by appropriate administrative authority.
3. **Maintain in-service training.** Conduct periodic in-service training to acquaint staff, administration, and the governing authority with the materials selection policy and method for handling complaints.
4. **Maintain line of communication** (when the need arises) with civic, religious, educational, and political bodies of the community. Library board and staff participation in local civic organizations and presentations to these organizations should emphasize the library's selection process and intellectual freedom.
5. **Maintain familiarity** with any local municipal and state legislation pertaining to Intellectual freedom and the First Amendment rights.

Adherence to these practices will not preclude confrontations with pressure groups or individuals but should provide a base from which to resist efforts to

place restraints on the library. If a confrontation does occur, you can, take one or more of these steps listed below (when instructed to do so):

1. Listen calmly and courteously to the complaint and advise the complainant of the library's procedure for reconsideration of the materials. Don't confuse noise with substance. Handle the complaint according to established rules. Treat the group or individual who complains with dignity and courtesy.
2. Take immediate steps to notify the administration and/or the governing authority (library board, etc.) of the complaint and assure them that the library's procedures are being followed. Present full, written information giving the nature of the complaint and identifying the source.
3. When appropriate, seek the support of the local media. Freedom to read and freedom of the press go hand-in-hand.
4. When appropriate, inform local civic organizations of the facts and enlist their support. Meet negative pressure with positive pressure.
5. Defend the principle of the freedom to read as professional responsibility. Only rarely is it necessary to defend the individual item. Laws governing obscenity, subversive material, and other questionable matter are subject to interpretation of courts. Library materials found to meet the standards set in the selection policy should not be removed from the public access until after an adversary hearing resulting in a final judicial determination.
6. Contact the ALA Office for Intellectual Freedom and your state intellectual freedom committee to inform them of the complaint and to enlist their support in appropriate ways. Even though censorship must be fought at the local level, there is value in the support and assistance of agencies outside the area, which have no personal involvement. They can often cite parallel cases and suggest methods of meeting an attack.

The Library Evaluation Committee of the Gentry Public Schools shall consist of:

- 2 Librarians (1 from challenged school, 1 from another school)
- 2 Teachers
- 2 Parents
- 1 Principal (from challenged school)

Library Evaluation Committee term - 1 school year

District Challenged Materials Guidelines

Despite the care taken to select materials for student/teacher use and the qualification of persons who select the materials, there may be occasional objections.

The principles of the freedom to read and the professional responsibility of the staff must be defended.

1. If the complaint is made, the procedures are as follows:
 - a. Give patron Form A
 - b. Inform all staff members
 - c. Upon receipt of written Form A, the Library Evaluation Committee shall call a meeting:
 - 2 Librarians (1 from challenged school, 1 from another school)
 - 2 Teachers
 - 2 Parents
 - 1 Principal

All members except 2nd librarian shall be from school challenged.

2. No material shall be removed from use until the Library Evaluation Committee has made its final decision.
3. Within 30 days the Library Evaluation Committee shall:
 - a. Select a chair and a recorder
 - b. Examine challenged material in relation to the district materials selection guideline.

- c. Check general acceptance of the materials by reading reviews.
 - d. Weigh values and faults and form opinion based on the materials as a whole.
 - e. Meet and discuss and prepare a report of the Library Evaluation Committee (form B)
 - f. File a copy of the report with the administration office.
4. The patron may appeal the decision of the Library Evaluation Committee within 30 days of the date of the Library Evaluation Committee's decision. Within 30 days of the receipt of the appeal the Library Evaluation Committee and the Superintendent and/or Assistant Superintendent shall:
 - a. Examine the findings of the Library Evaluation Committee.
 - b. Weigh values and faults and form opinions based on the materials as a whole.
 - c. Meet and discuss and prepare a report of the decision to the patron, Administration Office and Library Evaluation Committee.
5. If a grievance persists, an appeal to the school board may be made. Decision of the school board is final.

PATRON'S REQUEST FOR RECONSIDERATION OF WORK
(Attach extra pages if needed to complete statements)

Author, composer, producer, artist, etc. _____

Title _____

Publisher (if known) _____

Request initiated by _____

Telephone _____ Address _____

Complainant represents:

_____ Himself _____ Other

1. To what in the work do you object? Please be specific, cite exact parts:

2. What of value is there in this work? _____

3. What do you feel might be the result of reading, viewing, or listening to this work?

4. For what age group would you recommend this work? _____

5. Did you read, view, or listen to the entire work? _____

6. Are you aware of the judgment of this work by critics? _____

7. Are you aware of the teacher's purpose in using this work? _____

8. What do you believe is the theme of purpose of this work?

9. What would you prefer the school do about this work?

_____ Do not assign or recommend it to my child

_____ Withdraw it from all students.

_____ Send it back to the proper department/grade level for reevaluation.

10. In its place, what work of equal value would you recommend that would convey as valuable of picture and perspective of a society or set of values?

Signature of Complainant _____ Date _____

Form B

LIBRARY EVALUATION COMMITTEE REPORT

(Attach extra pages if needed to complete statements)

Physical description of challenged material: (author, title, publisher, copyright, producer, etc.) _____

Justification for inclusion of material (include theme and purpose) _____

Critic's judgment of materials: (if possible include copies of reviews indicating the source.) _____

Library Evaluation Committee's decision and comments: (include statements from majority and minority positions.) _____

Copies sent to:

Signatures of Committee Members

Superintendent: _____

Assistant Superintendent _____

Principal _____

Complainant _____

Date: _____

Weeding

A smaller collection which is good, attractive, and used is a greater credit to the school than a large number of books which tend to remain on the shelves because of poor format or content. Systematic weeding is an integral part of book selection.

What to Weed?

1. Books of poor content, such as outdated information.
2. Volumes of no use in library media center. Three to five years without circulating and the media specialist's knowledge that it has not been used in the library media center for reference would probably warrant discarding.
3. Books of very poor appearance such as those with yellow brittle, dirty, or torn pages. Also discard those with dingy, dirty covers or whose antiquated appearance discourages use.
4. Books beyond the comprehension of the prospective reader.
5. Sets of textbooks and old textbooks unless single copies are to be used for reference.
6. Sets of readers should be returned to the classroom or other storage areas.

Specific Helps in Weeding Nonfiction

000	Encyclopedias	New edition is needed at least every five years.
	Bibliographies	Seldom of use after five years from day of copyright.
	Books about reading guides, etc.	Value determined by use.
100	Ethics, etc.	Value determined by use. Most unscholarly works are useless after ten years.
200	Religion	Value determined by use. Collection should contain basic information (but not propaganda) about as many sects and religions as possible.
300	Social Sciences	See that controversial issues are well represented from all sides.
310	Almanacs/Yearbooks	Superseded by each new volume. Seldom of much use after five years.
320	Politics/Economics	Books dealing with historic aspects-determined by use. Timely or topical material: discard after approximately ten years. Replace with new editions when available.
340-350	Government	Ten years. Watch for new material on government to supercede older material.
360	Social Welfare	Weeding depends on use. Most non-historical materials are passé after 10 years.
	Education, Commerce	Keep historical materials if they will be used. Non-historical materials need replacement in 10 years.
390	Folkways	Keep basic material; weeding depends on use.
400	Languages	Keep basic material; weeding depends on use.
500	Pure Science	Except for botany and natural history, science books are usually out of date within five years. Try to keep

600-618	Invention, Medicine	collection current by weeding and with the purchase of new materials. Five years, except for basic material on inventions and anatomy.
620	Farm, Gardens, Domestic, Animals, etc.	Keep up-to-date with new editions and new materials to replace older.
621	Radio/Television	Five years at most, progressing too rapidly to be of use longer, unless describing crystal set or other subject in demand for historical reference.
630	Farms, Gardens, Domestic, Animals, etc.	Keep up-to-date with new editions and new material to replace older.
640	Home Economics	According to use. Keep mostly current materials; except, keep almost all cookbooks.
650	Business, etc.	Ten years.
660	Chemical, Food Products	Five to ten years, according to content
690	Manufacturers	Ten years, except that older books on crafts, clocks, guns, toys, may be useful.
700	Art, Music	Keep basic material.
800	Literature	Keep basic material.
900	History	Depends on use and needs of community, and on accuracy of fact and fairness of interpretation
910	Atlases	Five years.
910	Travel, Geography	Discard travel books before 1970 unless useful from historical point of view or of interest as personal accounts. African, European, and Asiatic geography before 1975 probably only of historical interest. Check more recent books for accuracy and complete information.
940-990	History	Depends on use and needs of community. Only outstanding World War II material should be left by this

92/B	Biography	<p>time. Best material is now incorporated in regular histories. Much was catchy and poorly written because of haste to get it on the market. Unless subject has permanent interest or importance, discard as soon as demand subsides. Replace older biographies of mediocre literary value whenever better ones appear. Keep those, which are outstanding in content or style as long as they are useful.</p>
F/E	Fiction, Easy	<p>New edition is needed at least every five years. Replace with new editions when available. Try to keep collection current by weeding and with the purchase of new materials.</p>

Preparation for the New School Year

Getting off to a good solid start is the most important part of the plan for a successful school year. Points that need attention upon your return to school in the fall are addressed below.

Equipment

New equipment must be processed immediately. Clearly mark each item with:

- School name
- School identification number
- Other information that you deem important

A district identification label will arrive from Joni. Plan to attach the identification label when it arrives.

Outstanding Purchase Orders

Merchandise that was earmarked for delayed billing and shipment must be checked in and processed.

Preparation for Circulation

Overdue

Check overdue books to see if they were returned during the summer. If not check with students and teachers to see if they are going to be returned. Bill students, write off teachers.

Patrons

On the first workday you should plan on deleting the students from previous teachers and graduate them to the next grade. After all students are assigned to class lists your patrons will need to update into current classes. Add new students and new faculty by hand.

Patron Barcode Labels

Elementary - (Primary and Intermediate) Print new barcodes on sheets of labels, 30 to a page. Attach labels to a card to be kept by teachers and used when they come to the library for checkout. Students with overdue books may not check out new titles until the student either turns the overdue book or pays for it. Intermediate School will send a list of students with overdue books to the Middle School.

Secondary - (Middle and High School)